STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

FIFTY-NINTH YEAR

1912-1913

STATE NORMAL SCHOOL, SALEM.

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Approved by
The State Board of Publication.

State Board of Education

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Instructors

The Normal School

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Theory and practice of teaching

Harriet Laura Martin, ... Librarian. Library practice
Jessie Putnam Learoyd, ... English
Charles Frederick Whitney, ... Manual arts
Mary Alice Warren, . . Physical training, physiology and hygiene
Gertrude Brown Goldsmith, A.B., . . . Nature study, gardening
Frances Boutelle Deane, . United States history, civics, general history
Helen Hood Rogers, ... Literature, reading
Fred Willis Archibald, ... Music
Harriet Emma Peet, ... Literature, arithmetic
Louise Caroline Wellman, ... Secretary
Sumner Webster Cushing, S.B., A.M., Geography, geography of commerce, industrial geography
Clara Ellen Townsend, Ph.B., . . . Shorthand, typewriting
Charles Elmer Doner, ... Penmanship
Walter George Whitman, A.B., A.M., Practical science, industrial science, geography
Ethel Almira Morse, B.A., ... English, typewriting
Genorie Palmer Solomon, ... Assistant manual arts
Mary Maud Reed, B.E., . Supervisor of practice teaching, child study
Alexander Hugh Sproul, B.S., M.S., Bookkeeping, commercial law, economics, history of commerce, commercial arithmetic
Lyman Richards Allen, S.B., ... Psychology

Training Department

The Practice School

Lyman Richards Allen, S.B., ... Director
Mildred Beatrice Hopler, ... Grade eight
Maud Sarah Wheeler,[1] . . . . . Grade seven
Luanna Battles DeCatur, ... Grade six
Carrie Beryl Johnson, ... Grade five
May L. Perham, ... Grade four
Mary Elizabeth James, ... Grade three
Bertha Louisa Carpenter,[2] . . . . . Grade two
Dorothy Genieve Stevens, ... Grade one
Mary Reynolds Jessup, B.A., B.S., ... Kindergarten

[1] Substitute, second half-year, Helen Marks Pulsifer.
[2] Substitute, second half-year, Edna Louise Battles.

The Bertram School

Bessie Alzada Morse,	Grades three and four
Alice Agnes Jones,	Grade two
Mildred May Moses,	Grade one
Alice Martha Wyman,	Kindergarten

The Farms School, Marblehead

Gertrude Ella Richardson,	Ungraded

Additional practice for students in the elementary department is obtained in approved schools in Beverly, Brockton and Newton.

The necessary opportunity for observation and practice teaching for students in the commercial department is afforded in the Salem Commercial School, the Salem High School, the Lynn English High School and the Washington Grammar School, Beverly.

Business practice is obtained in the offices of several important firms in Boston and Salem.

Officers

Officers of the Salem Normal Association, 1910-1913

Mrs. Abbie Richards Hood, Beverly (Class LVII.),	*President*
Miss Jessie Putnam Learoyd, Danvers (Class LI.),	*Vice-President*
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Ethel M. Currier,	*Middle Class*
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Elsie O. Knowlton,	

Members of the Athletic Advisory Board

J. Asbury Pitman,	*Faculty*
Sumner W. Cushing,	
Frederick J. Long,	*Athletic Association*
William L. Foley,	
Joseph M. Gilmore,	

Calendar for 1913-1914

Spring Recess

From close of school on Friday, February 28, 1913, to Monday, March 10, 1913, at 9.20 A.M.

From close of school on Friday, May 2, 1913, to Monday, May 12, 1913, at 9.20 A.M.

Graduation Week

Monday, June 16, 1913, Class Day

Tuesday, June 17, 1913, at 10.30 A.M., graduation

Tuesday evening, reception of the graduating class

First Entrance Examinations[1]

Thursday, June 19, 1913

Morning.	*Afternoon.*
8.30 – 8.45. Registration.	1.30 – 2.30. Geometry.
8.45 – 10.30. English.	2.30 – 4.00. Latin, Arithmetic.
10.30 – 11.30. History.	4.00 – 5.00. Domestic Science or Manual Training.
11.30 – 12.30. Algebra.	

Friday, June 20, 1913

Morning.	*Afternoon*
8.15 – 8.30. Registration.	1.30 – 2.30. Chemistry, Physics.
8.30 – 9.30. Drawing, Stenography.	2.30 – 3.30. Physiology, Bookkeeping.
9.30 – 11.00. French, German.	3.30 – 4.30. Biology, Botany, Zoölogy.
11.00 – 12.00. Physical Geography, Commercial Geography.	

Second Entrance Examinations[1]

Tuesday and Wednesday, September 2 and 3, 1913.
(Hours and order as above.)

Beginning of School Year

Thursday, September 4, 1913, at 9.20 A.M.

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[1] See page 62.

Thanksgiving Recess

From Wednesday, 12.30 P.M., preceding Thanksgiving Day, to the following Tuesday, at 9.20 A.M.

Christmas Recess

From 3.00 P.M. on Tuesday, December 23, 1913, to Monday, January 5, 1914, at 9.20 A.M.

Beginning of Second Half-year

Monday, January 26, 1914.

Spring Recess

From close of school on Friday, February 27, 1914, to Monday, March 9, 1914, at 9.20 A.M.
From close of school on Friday, May 1, 1914, to Monday, May 11, 1914, at 9.20 A.M.

Graduation

Tuesday, June 16, 1914, at 10.30 A.M.

First Entrance Examinations

Thursday and Friday, June 18 and 19, 1914.
(Hours and order as above).

Second Entrance Examinations

Tuesday and Wednesday, September 8 and 9, 1914.
(Hours and order as above.)

NOTE. — The daily sessions of the school are from 9.20 to 12.30 and from 1.30 to 3 o'clock. The regular weekly holiday of both the normal and the practice schools is on Saturday.

The telephone call of the school is Salem, 375.

The principal's residence is at 260 Lafayette Street, and his telephone call is Salem, 943.

STATE NORMAL SCHOOL

SALEM MASSACHUSETTS

AIMS AND PURPOSES

The aim of the school is distinctly professional. Normal schools are maintained by the State in order that the children in the public schools of the Commonwealth may have teachers of superior ability; therefore, no student may be admitted to or retained in the school who does not give reasonable promise of developing into an efficient teacher.

The school offers as thorough a course of academic instruction as time and the claims of professional training will permit. The subjects of the elementary curriculum are carefully reviewed with reference to methods of teaching. The professional training also includes the study of man from the standpoint of physiology and of psychology; the principles of education upon which all good teaching is founded; observation and practice in the application of these principles; and a practical study of children, under careful direction. In all the work of the school there is a constant and persistent effort to develop a true professional spirit, to reveal to the student the wealth of opportunity which is open to the teacher, and the grandeur of a life of service.

REQUIREMENTS FOR ADMISSION[1]

I. Candidates for admission must have attained the age of seventeen years, if young men, and sixteen years, if young women; must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high school, or other school in which preparation has been made, showing the amount of time

[1] See, also, page 62.

given to individual subjects and the grade therein (*on the printed form provided by the school*).

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, offer by examination or certificate satisfactory evidence of preparation in the following subjects for a total of fourteen units. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, ... 3 units

B. *Elective Subjects.* — At least seven units from the following subjects.

(2) Algebra, ... 1 unit
(3) Geometry, ... 1 unit
(4) History, ancient, mediæval and modern, English or American, including civics, ... 1 or 2 units
(5) Latin, ... 2 to 4 units
(6) French, ... 2 to 3 units
(7) German, ... 2 to 3 units
(8) Drawing,[1] . . . . . 1 unit
(9) Physics, ... 1 unit
(10) Chemistry, ... 1 unit
(11) Biology, botany or zoölogy,[1] . . . . . 1 unit
(12) Physical geography,[1] . . . . . 1 unit
(13) Physiology and hygiene,[1] . . . . . 1 unit
(14) Stenography, ... 1 or 2 units
(15) Bookkeeping, ... 1 unit
(16) Domestic science or manual training, ... 1 unit
(17) Commercial geography,[1] . . . . . 1 unit
(18) Arithmetic,[1] . . . . . 1 unit

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (sub-station 84, New York City) will

[1] Half units in these subjects will also be accepted.

be found suggestive by the high schools. The requirements to be met in the commercial subjects are stated on pages 33 and 34.

C. *Additional Subjects.* — At least four units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these four units.

III. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations required under "A" and "B." Examinations in these subjects will be held at the normal school in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C" and will not be given examinations in these subjects.

IV. *Division of Examinations.* — Candidates for admission to the normal schools may take all of the examinations at once, or divide them between June and September. If the examinations are divided, the candidate will receive no credit for the first examination, unless he secures by examination or certification a total of at least five of the ten units required. Examinations cannot be divided between different years.

V. *Admission on Certificates.* — Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board may be exempted by the principal of the normal school from examination in any of the subjects under A and B, in which the principal of the high school shall certify that the applicant, in accordance with the practice of the high school, is entitled to certification to a college in the New England College Certificate Board. Candidates from public high schools approved for this purpose by the Board of Education may be exempted by the principal of the normal school from examination in any subjects under A and B in which the applicant has a record of B, or 80 per cent., in the last year in which the subject has been pursued, and when the principal of the high school states that the work of the applicant entitles him to certification. Credits secured by any candidate from the Board of Regents of the State of New York or for admission to any college in the New England College

Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted toward the total of ten units under A and B. Candidates must, in addition to units granted by certification, present credentials for subjects under C.

VI. *Admission as Special Students.* — Graduates of normal schools and colleges and persons with satisfactory experience in teaching may be admitted as special students to all courses, under such regulations as the Board may prescribe. Applicants with satisfactory teaching experience may be admitted to the one year's course without examination or other requirements.

VII. *Admission to Special Courses.* — Persons possessing qualifications for the pursuit of work offered in special courses may be admitted as special students under such regulations as the Board may prescribe.

Students from outside the State

Non-residents of this Commonwealth who are able to satisfy the requirements for admission may be received as students on payment of $50 per year, of which sum one-half is due at the beginning of the year and the other half at the middle of the year. This applies to all courses.

ELEMENTARY COURSE OF STUDY

Two-year Course. — This course is designed primarily for those who aim to teach in the public schools below the seventh grade, although students intending to teach in the upper grammar grades are permitted to enter this course. In the second year such students are grouped in one division and receive special preparation. The course includes: —

I. The study of the educational values of the following subjects, and of the principles and methods of teaching them: —

(*a*) English, — reading, oral and written composition, grammar, rhetoric, English and American literature.

(*b*) Mathematics, — arithmetic.

(*c*) History, — history and civil polity of the United States and of Massachusetts.

(*d*) Science, — practical science, geography, physiology and hygiene, nature study, gardening.

(*e*) Manual arts; vocal music; physical training; penmanship, library practice.

II. (*a*) The study of man — body and mind — with reference to the principles of education; the application of these principles in school organization, school government, and in the art of teaching; the school laws of Massachusetts.

(*b*) Observation and practice in teaching.

The time required for the completion of this course depends entirely upon the student. It may not exceed two years for those of satisfactory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years is insisted upon.

Three-year Course. — This course is offered to students who desire a more thorough preparation for teaching in the upper grades of the grammar school. The subjects studied in the junior and middle years are the same as those prescribed for the two-year course, but there is a differentiation in their treatment in the second year in order that the respective needs of the two groups of students may be met. The work of the senior year is calculated to prepare teachers for departmental work in the higher grades, and is largely elective. It affords an opportunity for the advanced study of English, literature, geography, history, arithmetic, practical science, manual arts, music, physiology and hygiene and pedagogy. Practice in teaching in appropriate grades is an important feature of the course.

Students who have prepared for teaching in the first six grades may elect a third year of study from this list of subjects. The course is also open to graduates of colleges and of other normal schools. It is of greatest value to those who have had experience in teaching.

CONDITIONS OF GRADUATION

The satisfactory accomplishment of the academic work of the course does not constitute a complete title to the diploma of the school. The power of the student to teach — judged from his personality and his efficiency in practice teaching — is so important that one who is manifestly unable to do so will not be graduated, whatever his academic standing may be.

THE MODEL AND PRACTICE DEPARTMENT

Mr. Allen, Director; Miss Reed, Supervisor of Practice Teaching

In co-operation with the school committee of the city of Salem, the State normal school maintains a complete system of model and practice schools, beginning with a kindergarten, and fitting pupils for the local high school. The system also includes kindergarten and primary classes in the Bertram school building and a model ungraded school in Marblehead.

Next year this school will be conducted in a new building especially designed for its purpose. Besides thirty class rooms it will contain an assembly hall, a library, and rooms for manual training, printing, bookbinding, and domestic science.

The aim has been to secure in these schools as nearly as possible the actual conditions existing in public schools of a high class. It is an essential part of the plan upon which they are conducted that they be kept at a reasonable size. The schoolrooms themselves are of ample dimensions, well lighted, thoroughly ventilated, furnished with approved furniture and other appliances for work, and provided with sanitary conveniences of the best kind. By the generosity and interest of many parents they are also provided with beautiful decorations.

In planning the instruction in these schools the aim is to connect it as closely as possible with the work in the normal school, to the end that the methods of teaching here may exemplify the theory in which the normal school students are taught. In the model and practice school located in the normal school building, a large part of the instruction is either supervised or actually given by normal school instructors.

The critic teacher devotes her entire time to supervising the normal school students in their relations to the practice schools. Her intimate acquaintance with the work of the schools in their various departments and her duties as a supervisor make it possible to guard in the most efficient manner the interests of the children. The regular teachers are selected solely by reason of their efficiency, and the facilities whose use is made possible by the connection between the practice schools and the normal school are put to their greatest service.

Besides the regular observation and practice teaching, opportunity is provided for those students who intend to teach in the

MODEL RURAL SCHOOL.

first grade to observe in the kindergartens, and all members of the senior class are required to take a short course in the theory and methods of the kindergarten and its relations to the rest of the elementary school system. Arrangements have also been made for the seniors to gain a considerable amount of experience in teaching in the schools of several cities. They receive a moderate compensation for this service. All students are expected to teach in our rural school.

ELEMENTARY COURSE

Junior Year

	Periods Weekly.
English, Literature, one-half year each,	4
Reading,	3
Arithmetic,	3
Geography,	4
History,	2
Psychology,	2
Music,	1
Library economy, one-half year,	1
Prepared work,	19 and 20
Manual arts,	3
Chorus,	1
Gymnastics,	3
Unprepared work,	7

Senior Year

English,	2
Literature,	2
History,	3
Penmanship,	2
Practical science,	2
Nature study,	4
Physiology and hygiene,	2
Pedagogy,	1
Child study, Kindergarten methods, 9 weeks each,[1]	2
Music,	1
Prepared work,	19

[1] During the period spent in the practice school.

	Periods Weekly.
Manual arts,	2
Chorus,	1
Gymnastics,	3
Unprepared work,	6

Practice teaching, 9 weeks.

ADVANCED COURSE

Elect twenty periods of prepared work from the following list: —

	Periods Weekly.
English,	5
Literature,	5
Geography,	5
History,	5
Arithmetic,	3
Practical science,	5
Manual arts,	5
Pedagogy,	2
Physiology, hygiene,	3
Music,	1

Practice in teaching in appropriate grades.

AIM AND SCOPE OF THE COURSE OF STUDY

English Language

Miss Learoyd — Miss Morse

The study of language is continued throughout the two years' course. The first year is devoted to the consideration of subject-matter in so far as it is essential to an understanding of the work in the grades. Great stress is laid upon the improvement of the student's habits of speech. Since children learn language largely through imitation, it is important that the speech of teachers, especially of young children, should be correct and appropriate. Aims and methods in training children in the use of English are discussed. Typical exercises are prepared and illustrated, as far as possible, by observation of lessons in the practice school. An effort is made to give the student confidence to undertake the practical work of the schoolroom.

During the second year the student's knowledge is broadened and strengthened. After practice with the children the student will be better fitted to discuss aims and methods in detail. One of the problems which the student has to work out is the close correlation of the work in language with other studies and the child's experience outside of the schoolroom. Connected series of lessons involving definite training in oral and written expression are planned and worked out with the class. Some of these exercises may be tested by the student in the practice school. An acquaintance with good language books and books on the teaching of English is required. In general, the aim of the two years is to prepare the student to work out not only type lessons, but to plan connected work for an extended time; to make him thorough, resourceful and enthusiastic.

Advanced Course. — Students who elect English for study during the third year should work for greater power and efficiency. If they need additional knowledge and practice in expression, attention will be given to the cultural side. The work of the year, however, will be chiefly professional. There will be observation in the practice school connected with the normal school, and in schools of the surrounding towns and cities, to learn the best methods of arousing the enthusiasm of the children so that the training in language will be full of pleasure and profit. There must also be practice under the supervision of a teacher of English, and discussion of exercises in the classroom. The special teacher of English must learn how to select material, how to organize it for use, and how to accomplish definite aims. He must study the needs of individual pupils. He must be able to arouse the children to self-activity.

Literature for Children
Reading

Miss Rogers

The courses in reading and literature are so closely related that each, of necessity, supplements the other; but in literature the emphasis is laid upon appreciation of, and acquaintance with, subject-matter, while in reading it falls (1) on power to translate printed words into ideas readily, and (2) on vocal interpretation for the purpose of giving information or inspiration.

The course in reading aims (1) to give the student some knowledge of the technique of oral reading in order that he may gain power in oral expression, as well as be prepared to deal with the problems that arise in teaching oral reading after the third year in school, or after children are said to have "learned to read;" and (2) to acquaint him with methods of teaching children to read, including a study of phonetics and the simplest forms of story-telling and dramatizing.

Practice is given in oral reading, with exercises and drills to correct individual faults in articulation and tone production. The students observe lessons in the practice school and discuss the plans used. Plans for similar work are made, and their use illustrated, as far as possible, with groups of students.

The course in literature for those students who are planning to teach children in their first six years in school covers (1) studies of myths, legends, fables, fairy tales, hero tales and poetry for children, and (2) recreational reading for young children. For those students who are preparing to teach children in their seventh, eighth and ninth years in school the course includes (1) studies in poetry and prose adapted to older children, and (2) recreational reading for older children.

The classes meet four times a week during either the first or second half of the year. The work begins with studies in appreciation, and is followed by the construction of plans, not only for the study of literature in the schoolroom, but for the use of recreational reading.

Literature

Miss Peet

The work in literature of the senior year aims to give each student help in judging and appreciating literature, not only that she herself may have the pleasure and moral uplift that comes from an appreciative acquaintance with literature, but that she may be a better teacher because of the work.

The classes meet twice a week throughout the year, and discuss as far as the time permits selections (1) in narrative and lyrical poetry taken from American writers, and such English authors as Herrick, Burns, Scott, Tennyson and Browning; and (2) in drama, fiction and the essay, taking a few typical selections from the time of Shakspere to our own day.

Advanced Course. — The aim of the work is to make the students familiar with literature adapted to grammar school children. The course covers work for classroom exercises and home reading, and embraces studies in English and American poetry, classic stories and in popular and standard books, together with the means of arousing in the children an appreciation for literature and cultivating in them the habit of reading good books.

Arithmetic

Miss Peet

Regular Course. — An arithmetic course is given to all students preparing to teach either in the primary or grammar schools. The classes meet three times a week during the junior year. The work consists of a review of arithmetic, of the observation of classes of children at work, of a study of the principles involved in teaching the subject, and of making plans and organizing work.

The course throughout attempts to put arithmetic on a different basis from that of the time when it was taught for mental discipline. It aims to give the students means of teaching the subject from a practical standpoint, closely in touch with the every-day experiences of the children.

Advanced Course. — In addition to taking the work described above, students preparing to teach arithmetic in the seventh, eighth and ninth years of the grammar school meet three times a week during the third year of their course to study phases of commercial and industrial arithmetic adapted to work with grammar school children. In commercial arithmetic such topics as the following are worked out in their simpler aspects: the collection and transmission of money, keeping a cash account, insurance, school banking, and the investment of money in real estate and in stocks and bonds. In industrial arithmetic the topics studied are: the arithmetic connected with gardening, manual training, housekeeping, local manufactures, and other occupations and industries with which children are familiar. The aim of the work is the preparation of teachers who will be skillful in making arithmetic a subject which not only gives the pupils power to compute with skill and to meet the practical situations requiring arithmetic, but at the same time gives them insight into the business and industrial world about them.

Geography

Mr. Cushing — Mr. Whitman

In this course the fundamental principles of the science are evolved from the study of the home locality, so that the understanding of the mutual relations of man and his environment becomes observational knowledge. The method of instruction is such as to tend to develop the reasoning power of the student as the facts of geography are studied.

Much time is spent in interpreting the materials found in the best textbooks on the subject for elementary schools, in map reading, in the use of diagrams, models, pictures, specimens and the other geographic helps.

An intensive study of the pedagogy of geography occupies a period near the end of the course, after the students have gained abundant illustrative material and experience in the previous work of the class and in the practice school. The place of geography in the school curriculum is justified and the part it plays in reaching the ends of education is defined. A graded course of study is worked out on this basis.

The school possesses special advantages for geographic study. Salem has diversified land forms which determine varied industrial activities. An excellent harbor and near-by rivers show well their influence over human activities. A geography garden is developed in the spring by the normal and practice school pupils. The department has one of the best geography museums in the State.

The elements of physiography are interwoven with those of geography. They include enough of astronomy for the student to gain a clear notion of the relation of the earth to the other members of the solar system and the universe; of mineralogy, to interpret the physiographic history of parts of the earth from the study of their rocks; of historical geology, to appreciate that the earth, with its animal and vegetable life, is an evolving organism, and that the present conditions show one stage of that evolution; of physical geography, to understand the typical processes affecting the earth's surface and the resulting land forms. The object of the course, other than general culture, is to build up the back-

THE GEOGRAPHY ROOM.

ground for the earth sciences that are taught in the elementary schools.

Field trips and laboratory work take an important part in this work. The immediate surroundings offer diversified material for field work. The school is well equipped with a large astronomical telescope, with individual and exhibition rock and mineral specimens, maps, lantern slides and a museum of selected fossils.

Advanced Course. — The work of this year is regional geography of United States and Europe. The systematic study of these countries not only furnishes abundant background material, but also is used as the basis for illustrating methods, teaching exercises, organization of work and general discussions.

History

Miss Deane

American history is included in each year of the regular elementary course. The subject-matter deals with a review and establishment of essential facts and principles of American and allied European history from an academic standpoint.

This necessitates training in studying history, discrimination in authorities, outline-making and note-taking, with a view to developing power in the organization of material. Apart from the academic treatment, the subject-matter is considered as to its adaptation for the grades. This phase requires discussions of methods, criticisms of texts, consideration of supplementary material and a general survey of the problems connected with history teaching in the elementary schools. The elements of civil government are also considered in especial reference to teaching that subject in the grades.

Advanced Course. — The advanced course requires as a foundation the work of the first two years. It includes more intensive study of typical periods of American history and a survey of modern European history. Particular attention is given to the development of material from the pedagogical standpoint.

Library Economy

Miss Martin

The course covers half the school year, with one class period and one written paper per week. The aim is (1) to bring the student into close touch with the school library, that he may understand its resources and avail himself of them to the utmost; (2) to extend this knowledge and practice to his own public or town library; and (3) to induce a feeling of appreciation and respect for books and libraries *per se*.

The following topics indicate the ground covered: the decimal classification; the arrangement of books in a library; use of the card catalogue, the magazine index, the book index and table of contents; selection of books for a school library; the general principles of classification and cataloguing. The various kinds of reference books are studied, and pupils are shown how to investigate a subject in a library. Children's books and reading are discussed jointly in the library and literature courses.

Psychology and Pedagogy

Mr. Pitman — Mr. Allen

The course in psychology and the principles of teaching extend throughout the junior year and afford the foundation for advanced work in pedagogy and child study of the senior year. The aim is to secure a clear understanding of the fundamental laws which govern mental activity, as well as to develop a larger sympathy with human life as a whole and an appreciation of the conditions existing in immature minds. Careful attention is given to the processes by means of which knowledge is acquired and elaborated, the sources of knowledge, both general and psychological, and the function and development of the mental faculties. Since the work is intended to be a practical preparation for responsible teaching during the senior year, illustrations from the daily life of the student and from observation of child life, also applications to teaching, are demanded throughout the course. The course in pedagogy extends throughout the senior year. It comprises a study of the various educational agencies; of the educational values of the sev-

FOLK DANCING.

eral subjects of instruction, and of their interrelations; of school organization and management; of the physical conditions of the school; of the hygiene of the schoolroom; and a discussion of current educational problems. The work in the model schools is done in connection with this course, and the observations and experiences of the students are drawn upon extensively to illustrate the classroom discussions.

A portion of the course is also devoted to a consideration of the historical development and the characteristic features of the Massachusetts school system as revealed by the laws relating to public instruction. A sufficient knowledge of these laws is imparted to make the students familiar with the rights and duties of teachers.

Teachers now in the service who are intending to enter the school to take a year's special work should make a thorough study of James's *Briefer Course in Psychology,* Halleck's *Psychology and Psychic Culture,* or some other book of equal scope.

Child Study

Miss Reed

First Term. — The aim of this course is to make practical application of the students' pedagogical and psychological knowledge to actual schoolroom procedure. The sequence of the work is as follows: (1) a discussion of the aim of education and how it is accomplished by children's ability to reason, by the developing and directing of the emotions and feelings, by the formation of habits and ideals which make for social welfare; (2) the writing of lesson plans; (3) the observation of model lessons followed by class criticism and discussion of methods used.

Second Term. — A study of the prominent instincts, feelings and volitions of children and their relation to teaching. Observation and reports of use made of this knowledge in teaching. A study of the physical conditions of children and the effect of these conditions on their ability to learn. Tests for sight, hearing, motor ability and nervousness. Discussion of ways found to remedy defects in physical conditions.

Kindergarten Methods

Miss Jessup

This course does not train students for kindergarten teaching. It is given to the entire senior class, and aims to acquaint them with the methods and materials of the kindergarten, and its function as a foundation and preparation for the primary school. It gives them a practical understanding of the kindergarten, emphasis being placed upon its necessarily close relationship to and connection with the first grade. The importance of this formative period of the child's life, and means for successfully developing the child through his self-activity, are dwelt upon.

The following are the subjects considered: —

Characteristics, mental, physical and instinctive, of the kindergarten child.

Play as an educational factor.

Play and self-activity in the kindergarten.

The kindergarten program.

Songs and games.

Story-telling.

Hand work.

Kindergarten aims and relation of the kindergarten to the primary school.

Constant opportunity is given the students for carefully supervised observation in the kindergartens as well as in the first grades of the practice school, so that theory may at once be made practical.

Nature Study

Miss Goldsmith

The principal aims of this course are to awaken and cultivate an interest in all out-of-door life, with an appreciation of the things that can be seen in our immediate vicinity, and to give definite materials for instruction in the grades.

In preparing for the first six grades particular attention is given to developing the right spirit toward the work and getting the child's point of view. Work is done with the domestic animals, especially pets, birds, familiar trees, garden plants and the com-

LAYING OUT THE GARDEN.

mon wild flowers. The study of soils, seeds and germination, an acquaintance with common insects, weeds, etc., lead directly to work in the garden, and help to emphasize the special aims of these lower grades, namely, to establish habits of keen observation and thoughtfulness, together with appreciation and interest.

The school garden furnishes a basis for much of this work and is also a prominent feature in the work of those preparing for the higher grades. These students are also given some work in forestry, larger economic problems, and many exercises in physical science too difficult for presentation in the lower grades. These subjects are intended to cultivate breadth of knowledge and clearer, more accurate and more logical thinking.

In addition to this, sufficient material of a somewhat more academic nature is given in both classes, in order that the students may have some idea of development, the gradually increasing complexity of plant and animal life, and the relationship existing between classes. The larger principles of heredity, adaptation to environment, the struggle for existence, protection, etc., are essential to breadth of thinking and the better appreciation of individual forms. Types of plants and animals (*e.g.*, dandelion, corn, maple, starfish, crab, fish) form the basis for class discussion, laboratory work and recitation. As much field work is done as time permits, and the collection at the Peabody Academy of Science affords an unusual opportunity for the study of typical animal forms.

The School Gardens

Miss Goldsmith

Three gardens are conducted by the school; one of them, which occupies a part of the school grounds, is worked on the individual basis. This offers to each student an opportunity not only to plant a small plot of her own and care for it, but also to supervise the work of children from the practice school. Thus they learn to make practical the ideas they have gained concerning plant life, and will be able to establish gardens in schools where they may teach.

Another garden, comprising half an acre, located a short distance from the school, is worked on the community basis, and is planted entirely to vegetables, which are sold to families living in

the vicinity of the school and to the markets. This garden is planted, cared for and the products of it harvested by boys of the seventh and eighth grades. When the garden is planted the boys are in the seventh grade; when the products are gathered and sold they are in the eighth grade. The boys are given a share in the profits, apportioned among them according to efforts they have made in working the garden. The third garden is conducted by the students in connection with their course in geography, and is devoted to grains and grasses.

The work in the garden is a means toward an end. The teachers have an opportunity to make nature study practical, and to encourage the children to have gardens of their own, in order that they may have interests at home. They promote a spirit of co-operation and helpfulness among the children, loyalty to the school in making the whole garden attractive, and generosity in contributing a portion of their produce to hospitals.

The garden furnishes material for work in the schoolroom. In arithmetic, there are practical problems of expenditure of money for material and labor and of income from products raised, and measurements to be made in planning and laying out the garden. In language, subjects for composition and discussion are presented in the preparation for the outdoor work, and as a result of experience gained in the garden. In manual training, there are problems to work out, such as tools, frames to support vines, cold frames, etc. Knowledge of moisture, soils, relation of plants and animals, food products, forms a basis for practical geography. There are plans of the garden to be drawn, vegetables in different stages and flowers for the study of form and color, flowers to be arranged artistically in vases, effective arrangement of flowers in the garden to be considered. By thus grouping much of the indoor work in the spring about the garden, the teacher makes the garden a natural center from which other lines of work radiate.

Practical Science

Mr. Whitman

The aims of the work in practical science are: to stimulate and foster interest in the science of common things; to provide a fund of useful knowledge about every-day science; and to develop the

PICKING EARLY PEAS.

power of accurate observation, clear thinking and correct expression which are essential to direct others in the study of science.

The classroom work includes demonstrations, informal lectures, reports of special topics and discussion. A large part of the classroom time is used by the students in presenting special topics before the class. About one-third of the time is allotted to individual laboratory work. The object of this work is to give the student sufficient skill in manipulation of apparatus to be able to demonstrate successfully before a class, and to give more intimate knowledge of the substances, processes and principles which are discussed in the classroom. Ample laboratory facilities are provided for independent work by the students.

The following are the courses offered in physical science: —

A. Physics. — For students who enter without satisfactory preparation in physics. First half year. Twice a week. A general introduction to physical science, covering the fundamental principles.

B. Chemistry. — For students who enter without satisfactory preparation in chemistry. Second half year. Twice a week. A brief elementary course in chemistry, providing a foundation for the chemical work of the course in applied physical science.

(1) *Applied Physical Science.* — Required of students of both the two-year course and the three-year course. One year. Two hours a week. The student is required to have an elementary knowledge of physics and chemistry before entering this course. This course includes many subjects which are important because they are closely related to every-day life. Consideration is given to science questions of the home, public utilities, manufactures, trades and arts. The course aims to give the student a broad outlook over the field of physical science and an insight into ways in which science is useful to man. Excursions are planned to show the applications of physics and chemistry in commercial use.

(2) *Advanced Course.* — The aim of the course is to prepare the student to teach physical science in the grammar grades. The course covers the subject-matter of physics and chemistry associated with every-day life, and gives some experience in teaching science lessons under supervision. Model lessons for grammar grades are worked out in class. Skill in demonstrating is acquired

in the laboratory, before the class, and in actual teaching before a group of grammar school children. Criticism and discussion follow each teaching exercise. Opportunity is also given to observe and practice science teaching in the grades.

Physiology and Hygiene

Miss Warren

The purpose of the study of physiology and hygiene is two-fold; to aid the student in forming right habits of living and to furnish accurate knowledge of principles and facts to be taught to children.

Emphasis is placed upon the knowledge of the danger to the child arising from adenoid growths, enlarged tonsils, neglected colds, decaying teeth, defective eyesight, bad ventilation, the use of public drinking cups and towels, malnutrition and nervous strain.

Students who are fitting themselves to work in the six lower grades of the public schools should prepare teaching exercises adapted to those grades on the needs of daily life; as eating, drinking, breathing, sleeping, playing, working, resting, bathing and clothing. Personal hygiene, school and home sanitation, and emergency lessons receive due consideration.

Those students who are to instruct the pupils of the upper grades should understand the fundamental importance of vital functions and the harmony between structure and function. Work with the compound microscope and discussions of the relation of the cells to the various physiological processes result in clearer ideas of the body as a physical organism. Knowledge of the nutritive, economic and physiological value of foods, of the action and effect of condiments, stimulants and narcotics, is important. The characteristics of bacteria, their presence in milk, food and water, and their relation to disease, are considered. Special stress is laid upon personal hygiene and public sanitation.

Advanced Course. — For those who wish to specialize in the subject of hygiene a broader training is offered; including research work regarding feeding, housing, sanitary conditions of workshops, water supply, sewage disposal and infectious diseases. Provision will be made, also, for much practice work in presenting the subject in an effective way to children.

PLAYGROUND EQUIPMENT MADE BY BOYS OF SEVENTH AND EIGHTH GRADES.

Physical Training

Miss Warren

The aim in this course is to improve the physical condition of the students and to prepare them to teach exercises which may be used in elementary schools. The necessity of a sense of rhythm, grace of movement, and self-control is also emphasized. Secondary aims are to develop enthusiasm for physical training and a realization of the benefits of systematic exercise, to stimulate an interest in games, and to show how they may be used to give mental and moral training as well as recreation.

The gymnastic work consists of rhythmical exercises, folk dances and games. The shower baths recently installed add much to the value and enjoyment of the work. The students are encouraged to take as much outdoor exercise as possible. During the senior year opportunities are given to students for teaching groups of children in the schoolroom and for some supervision on the playground.

The school physician examines each student at the beginning of the course and whenever it is deemed necessary thereafter. Measurements and strength tests are taken at the beginning and close of each school year.

Association in the gymnasium promotes a social spirit and tends to give a healthy impetus to the fulfilling of the requirements in other departments of study. It cannot be too strongly emphasized that exercise is a necessary factor in producing a healthy body, which is a prime requisite for success and efficiency in every department of life.

Drawing and the Practical Arts

Mr. Whitney — Miss Solomon

The two-year course in drawing is made as broad and far-reaching as possible. Drawing is constantly used as a means of expression in all lines of school work. The course may be subdivided as follows: —

Representation. — This topic covers such work as nature drawing, object drawing in all its phases, freehand paper cutting, modeling and illustrative sketching, and involves the use of pencil, pen

and ink, crayon, chalk, water colors, etc., as the mediums of expression. A course in free blackboard drawing for use in general school work is included under this topic.

Composition. — Composition is a term used in its broad sense, and bears upon original arrangements, design, and picture study. It also includes the theory of color and the application of color harmonies.

Construction. — The work in construction comprises both the above-mentioned subjects and their application in the making of things. Objects for various purposes are discussed, their fitness is considered, freehand sketches are made, as well as the necessary mechanical drawings; compositions in line, area and color are planned, and the results of these problems are the finished products.

The practical arts includes all the above-mentioned topics, comprising gardening, cooking, sewing, weaving, metal work, wood work, leather work, printing, book binding and other projects. Such projects involve many other studies, for the pupil must know something of the material he is using, its source, manufacture and relation to industry.

Lectures are given upon important subjects influencing the practical arts in the public schools, and upon more general topics in art. To these is added a short course on the history of art, dealing with the various schools of architecture, sculpture and painting from Egypt to the Renaissance. When possible, visits to the Museum of Fine Arts are made for study and review.

Each student is required to observe the work of the supervisor and of the teachers in the grades of the practice school, to present illustrated reports on these observations, and to give lessons in this work under supervision and criticism. Outlines of work for the grades in the practice school are arranged from month to month, and the normal school pupils observe their application in the work with children.

Advanced Course. — The work of the students of the third year is a continuation of the two-year course along more advanced lines. The course is intended to prepare teachers for the higher grades, to supervise in several grades, or in all the grades, of a building, as is often desired in town or city schools.

DRAWING AND THE FINE ARTS.

These students should have special training in structural or mechanical drawing and design, and freehand sketching from the object or from memory. Such training necessitates —

The ability to make and to apply an outline of work adapted to the needs of any locality.

A knowledge of the materials used in the projects, and of their relation to industry.

The ability to handle this material and the use of the tools necessary in construction.

The ability to read, make and apply patterns or other working drawings.

A knowledge of the materials and mediums used in art.

A knowledge of color and its relation to art and industry.

An application of good structural and decorative design, and the ability to make and apply such designs.

The ability to sketch readily and well from memory or from objects.

Frequent lessons in the classroom and in the practice school.

Music

Mr. Archibald

The work in this department is designed to enable students to teach such principles of music as will apply to instruction in this subject in the several grades of the public schools.

Voice culture, song interpretation, ear training and sight reading, introducing the various problems of time and tune, are taught. The exemplification of these subjects is observed in the model schools, and practice in these lines is afforded the student under the guidance of the regular grade teachers.

One period weekly is given to general exercises in music, when the following subjects are considered: —

(*a*) The principles of conducting, as applied to chorus singing and general school work; also practice in the same.

(*b*) Musical appreciation through listening to good music performed by the students and by professional artists, and also through the use of a piano player and a Victor talking machine.

(*c*) Chorus singing in preparation for the graduation exercises.

A good library of pianola rolls and Victor records is at the dis-

posal of the students, and much laboratory work in music is accomplished.

A glee club, selected by competition, rehearses weekly, sings at various entertainments of the school, and gives an annual concert. An orchestra of stringed instruments is also one of the musical activities of the school.

Tickets for the concerts of the Boston Symphony Orchestra and for the Boston Opera Company are obtained for students upon application.

Advanced Course. — Much practice teaching under criticism with frequent conferences.

Penmanship

Mr. Doner

Penmanship is taught during the senior year. Two periods each week are devoted to practice, for the purpose of developing a plain, practical style of writing. Students are required to practice at least fifteen minutes a day, and to submit their practice work to the supervisor for inspection, criticism and gradation.

In the first half-year the object of the work is to lay a thorough foundation in position, penholding and movement; also to drill in word, figure, sentence and paragraph writing. In the second half-year the object of the work is to improve the general quality of the writing and develop speed, so that the students will be able to write automatically a smooth, plain, practical hand. The students are also given blackboard practice, practice in counting and in teaching lessons before their own classes. They also have an opportunity to teach penmanship in the practice school. During the second half-year the supervisor outlines a scheme for each grade, so that the students will have a knowledge of the theory of teaching the subject of penmanship in all the grades in the public schools.

COMMERCIAL DEPARTMENT

Entrance Requirements

The requirements for admission to the prescribed course of three years are the same as for students who apply for admission to the elementary course. The topics included for examination under the commercial subjects are as follows: —

(*a*) *Bookkeeping.* — Ability to open and close a set of books by single or double entry; a knowledge of application of law of debit and credit in varied business transactions, the preparation of statements, balance sheets, use of special columns and books, controlling accounts, etc.; and a demonstration of the possession of the clerical qualities, accuracy, facility and neatness in work.

(*b* and *c*) *Shorthand and Typewriting.* — Mastery of the principles of Pitmanic shorthand and their application, and of the word-signs and contractions of the particular system studied. Transcription on the typewriter of dictated material, to test accuracy in reading shorthand notes. Much importance is attached to correct spelling, capitalizing and paragraphing, and to skill in arranging typewritten material on a page.

A similar examination in Gregg shorthand will be given for those who wish to offer this instead of a Pitmanic system.

(*d*) *Commercial Arithmetic.* — Computations relating to extending and footing bills; percentage, including interest, discount, partial payments, commission and brokerage; partnership settlements etc.

(*e*) *Commercial Law.* — Knowledge of such phases of law as contracts, sales, negotiable paper, agency, bailments, partnership and insurance. Ability to draw up approved legal forms, such as checks, notes and drafts.

(*f*) *Commercial Geography.* — A knowledge of principles that control the production, distribution and consumption of commodities, gained from a study of the local environment and a standard text, will fit the candidate for this examination.

The Course of Study

JUNIOR YEAR.

	Hours per Week.
English,	2
Shorthand,	4
Typewriting,	5
General history,	2
Physiography,	2
Industrial physics and chemistry,	2
Elementary bookkeeping,	3
Penmanship,	1
Physiology,	1
Gymnastics,	2
Music,	1

Middle Year.

	Hours per Week.
English,	2
Penmanship,	1
Commercial correspondence,	1
Shorthand,	3
Typewriting,	3
American history and civics,	3
Commercial arithmetic,	2
Commercial geography,	2
Bookkeeping,	3
Psychology,	3
Gymnastics,	2
Music,	1

Senior Year.

Literature,	4
Shorthand,	3
Typewriting,	3
Commercial law,	2
History of commerce, Economics, } half year each,	3
Industrial geography,	2
Penmanship,	1
Advanced bookkeeping,	3
Pedagogy,	2
(Observation and practice teaching, 9 weeks.)	
Gymnastics,	2
Music,	1

A condensed course of one or two years will be offered to graduates of colleges, normal schools and private commercial schools, and to teachers of experience; graduates of the full course receive diplomas; appropriate certificates are awarded to special students who complete approved courses of study.

English

Miss Learoyd

The course is planned for two years. It is intended to give the students a thorough knowledge of the language as far as it may be obtained by consulting reference books on the subject and by

reading literature, and to offer systematic training in expression in speech and writing. At first, the aim will be to ascertain the needs of the individual, and to establish habits of accuracy and of systematic methods of work. Exercises in spelling, definition, dictation, taking notes from dictation and letter writing, including the phraseology of business English, will receive attention in proportion to the needs of the class. A detailed study of words, the sentence, the paragraph and the whole composition will form the basis of most of the work of this year. Frequent opportunity will be afforded to students to write short daily themes and occasional long themes, to plan talks efficiently and to gain ease in speaking before the class.

During the second year an effort will be made to arouse the students to an interest in the best works of modern literature. The reading and discussion will be concerned chiefly with subjects involving description and explanation. Exercises for cultivating accuracy and fluency will be continued. Themes will include the results of extended study on some topic connected with trade and industry; review and criticism of commercial text-books. There will be an opportunity for the students to test their power of presenting subjects clearly to the class and of directing the work of the class room, and to acquire skill in careful and just criticism.

It is hoped that the result of the work of the two years will be to give confidence and power in clear and easy expression both in speech and writing.

Commercial Correspondence

Miss Morse

One hour a week for a year is devoted to the study of forms of business correspondence and to practice in the writing of business letters. It is desirable to establish high aims in the form of the business letter, and clearness and ease in expression, and at the same time to make the subject practical. On the professional side the importance of the study to high school classes is considered and methods and text-books are discussed. Some of the clerical work of the school furnishes additional drill.

Literature

Miss Peet

The course in English literature aims to give an appreciation of literature and to develop, as far as a single course can hope to, the breadth of view essential for every teacher. The course consists of a brief study of the novel and the short story, the essay, and of lyrical and narrative poetry.

Commercial Literature

Mr. Cushing

It is believed that many of the cultural aims of the work in general literature can be attained by the intensive study of the best of the rapidly growing current literature that deals with commercial and industrial conditions and activities. At the same time the student becomes acquainted with the problems, the ideals, and the meaning of the wide field of commerce, that he may become a more intelligent high school teacher of commercial subjects. This course is planned to meet both the cultural and the vocational need.

History

Miss Deane

The chief aim of the courses in history is the comprehension of present economic and political conditions as revealed through the study of their development. To this end the work is arranged in three courses, for successive years, including general history, American history and civics, and the history of commerce. Thus, the background is furnished, by the preliminary survey of general history, for the more intensive study of the principles of industrial evolution treated in the fields of American history and the history of commerce. The courses aim to acquaint students with the best available sources, and to develop their power in handling material independently. Provision is made for close connection between this department and the related subjects of industrial geography and economics.

Geography

Mr. Cushing

During the first year the work in physiography aims to construct a broad basis for understanding commercial geography. The nature of climate and land forms and their influences on man are made the principal objects of study. Some regional geography is taught.

Economic geography is taught the second year. It is regarded as the meeting ground of geography and economics. The course is based upon the work in geography of the preceding year, in which is emphasized, more particularly, the study of those forces in nature which are working on man and so influencing his activities. An equal emphasis is now placed upon man's reaction to his environment, and those principles of economics are derived which help to explain the production, exchange, distribution and consumption of goods. The laboratories of this course are: local industrial establishments, the freight house, yard and cars, local docks and freighters.

Abundant concrete illustrative material is exhibited in the industrial and commercial museum, which is one of the new features of the department. In it are shown the raw materials of commerce. Many business houses have contributed to this, so that the various stages of production to the finished products of commerce, in many lines, are exhibited. Pictures and stereoscopic views help to clarify the subject. United States consular reports, census, statistical and other government reports, newspapers, market quotations, magazines and the modern texts, such as Redway's and Chisholm's, are used as sources of facts, from which principles are derived and illustrated.

An advanced course, entitled industrial geography, is offered for the third year. This is founded on observational work with the tanning and shoe industry of Salem and Peabody, and leads to the study of the history and organization of industries as influenced by geographic conditions. It concludes with an intensive study of the resources, industries, markets and transportation in the United States, and the industrial personality of nations.

Industrial Science

Mr. Whitman

This course includes the more important principles of physics and chemistry, and aims to make the student familiar with many of the common scientific terms, chemical materials and operations which are likely to be met in commercial work. The course consists chiefly of classroom talks, demonstrations, and discussions about the applications of physics and chemistry in commercial and industrial operations. Some individual laboratory work will be given. There will be opportunity to study applied physics and chemistry in their relation to local industries. A number of industrial plants will be visited by the class.

Pedagogy

Mr. Pitman

Pedagogy is a prescribed subject for all students in the commercial department. In addition to the essential features of the regular elementary course it includes a consideration of many of the problems of the secondary school, and particular attention is given to the pedagogical aspects of commercial education. (See description of course in Pedagogy, p. 25.)

Teachers now in the service and other prospective students who have not pursued a course in psychology and who are intending to take a special course in this department should make a thorough study of James's *Briefer Course in Psychology*, Halleck's *Psychology and Psychic Culture*, or some other book of equal scope.

The History of Commerce

Mr. Sproul

This course is designed to add to the general information of the student by giving a knowledge of the commerce of the past and by showing its relation to the development of present and probable future conditions.

The laboratory method of teaching this subject is used. Students are required to obtain their information from various sources, such as magazines, newspapers and recently published works.

In pursuing this course emphasis is placed upon the history and development of local industries, and students are required to make visits to business houses and manufacturing plants of various kinds. Each student is obliged to make an independent written study of some one of these local industries.

Economics

Mr. Sproul

Economic phenomena are at present much more definite and numerous than in the early times, when communities were equipped for war rather than for industry. The aim of this course is to provide the student with a thorough knowledge of the intricacies of the social system by which he is environed, and the best methods of interesting younger pupils in the practical problems of modern community life. The value of this course is also increased by a study of the application of economic principles to current civic problems and legislation concerning them.

In this connection students are required to make an intensive study of some phase of social economics. Opportunity for this is afforded through the co-operation of the Associated Charities of Salem. At the end of the course students present the result of their research in the form of a comprehensive thesis.

An extensive outside reading course is being conducted as a part of this work. By means of a card designed for the purpose an accurate account of each student's reading is kept on file, together with her criticism of the work read.

A suitable library, containing works relating to the subject of economics, is at the disposal of the students.

Commercial Law

Mr. Sproul

The whole scheme of commercial activity is regulated and controlled by the laws of business, and the character and integrity of business conduct are defined by these laws. The aim of this course is to give the student a knowledge of the essentials of commercial law, and to develop the best methods for imparting this knowledge to others. The work of the text-book is supplemented by

real or hypothetical "cases," in which the law principles learned are applied.

A library of commercial law text-books is at the disposal of the students.

Bookkeeping and Accounting

Mr. Sproul

Accountancy is the "backbone" of commercial education. In its elementary form and application it is largely clerical and conventional in its nature, this elemental work constituting the "bookkeeping" of our high school courses. In its advanced principles it is a "creative" and "interpretative" study of economic development and of the business activities and relationships of members of society.

As *bookkeeping*, the pupil is taught the causes and effects of business exchange; the proper recording of business changes; the tools of business, *i.e.*, the common commercial documents and instruments; the proper preservation of all business evidence, — internal and external, — emphasizing clerical exactness and facility; and labor-saving expedients, — special columns, books, etc.

As *accounting*, there is presented and illustrated the construction of accounts; the principles involved in the distribution of results of business changes; the interpretation of business statements; the equitable settlement of financial controversies; the operation of cost-finding systems; value of financial statistics; and the theory and practice of auditing.

The course covers class and individual instruction, business practice, with offices, — intercommunication office practice with the Salem Commercial School, — and a limited amount of work under actual office conditions in business houses in Salem and Boston.

Commercial Arithmetic

Mr. Sproul

Arithmetic is closely correlated with bookkeeping, and helps to interpret the commercial aspects of such subjects as geography, transportation, finance and economics.

The aim of this course is (1) to perfect the pupil in the application of mathematical principles and processes to practical business

A CLASS IN SHORTHAND.

affairs, with the belief that the materials representing real conditions and situations can be made to furnish a truly rational presentation of these principles and processes. (2) As a course in theory and methods of teaching it is designed to emphasize and illustrate the principle that to be of value any topic must appeal to the individual in such a way as to excite his interest; that the pupil becomes interested in problems arising from the community interests, the home or his field of labor or recreation.

Shorthand

Miss Townsend

The study of the principles of Benn Pitman shorthand comprises the work of the first part of the course. Dictation practice begins very early, the aim being to obtain absolutely accurate work at a moderate rate of speed by the time the student completes the text. This work is followed by a few weeks' drill for a high rate of speed. The professional side of the subject is considered throughout the course, but it is emphasized in the senior year by the discussion of methods, the study of pedagogical works on the subject of shorthand, by the examination and criticism of various text and drill books, by observation in the Salem Commercial School, and by observation and practice teaching in the Salem High School, the Lynn English High School and the Washington Grammar School, Beverly.

The Gregg system of shorthand may be continued by those students who have had a reasonable amount of instruction in it elsewhere.

Typewriting

Miss Morse

The first half of this course is devoted to acquiring proficiency in the touch method, the professional side of the subject being emphasized from the first by showing pupils how to start beginners in the study of typewriting. Care is taken that students form correct habits of position, touch, fingering and manipulation of the machine. Particular attention is given to the arrangement of material and to rapid transcription. The course includes practice in the use of the neostyle, the mimeograph, the letter press and

similar office devices. Material in the form of correspondence, outlines, abstracts, programs, etc., furnished by the various departments of the school, affords a basis for the acquisition of experience and skill in this kind of work.

Methods of teaching typewriting are discussed, and various text-books are examined, criticised and compared. Observation and practice teaching under supervision and criticism constitute an important part of the work of the third year.

Penmanship

Mr. Doner

The aims, methods and matter of this course are stated on page 34, except that in the commercial department a course of instruction suitable for high instead of elementary school pupils is presented during the senior year.

INSTITUTE FOR COMMERCIAL TEACHERS
August 25–29, 1913

Provided the necessary appropriation is made by the Legislature, an institute for commercial teachers will be held at this school during the last week in August. The work will include: the consideration of the aims of commercial education; the discussion of special methods employed in teaching the technical subjects of the commercial course; general and inspirational lectures, each evening, by authorities on commercial education; receptions, excursions, and other opportunities for recreation.

Although the institute is to be held primarily for the benefit of Massachusetts teachers, others will be welcome. Tuition will be free. Board and lodging can be secured at reasonable rates. Applications for copies of the final program and for further information should be addressed to J. A. Pitman, Principal of State Normal School, Salem. Early registration is desirable in order that acceptable arrangements may be made.

LECTURES

Since the issue of last year's catalogue the teachers and students have had the privilege of listening to the following lectures and concerts: —

The Value of a Grammar School Education.	Milton Fairchild.
The Associated Charities of Salem.	Miss Ethel B. Osborne, Secretary, Associated Charities, Salem.
The Pedagogy of Shorthand, .	John Robert Gregg.
Song recital: Songs of the Sea, .	Louis C. Elson.
Annual concert, ...	Glee Club.
The Problem of the Exceptionally Bright Child.	Guy Montrose Whipple, Associate Professor of Educational Psychology, Cornell University.
Reading: Jean Valjean, . .	Prof. John Duxbury, Manchester, Eng.
General Science, ...	Prof. John F. Woodhull, Teachers College.
The New Internationalism, .	Mrs. A. S. Duryea, World's Peace Foundation.
Memorial Day address, . .	Hon. Alfred S. Roe.
The Housing Problem in Salem, .	William S. Felton.
Graduation address: The True Ideal of Education, . . .	Pres. Albert Parker Fitch, Andover Theological Seminary.
Aims of Modern Education, .	Prof. Walter Sargent, University of Chicago.
Concert, ...	Durell String Quartette.
Song recital, ...	Mr. F. Morse Whemple, New England Conservatory of Music.
Concert, ...	Arensky Trio.
Concert, ...	Ladies Orchestra.

THE MANAGEMENT OF THE SCHOOL

Students in a school for the professional training of teachers should be self-governing in the full sense of the term. Each student is allowed and is encouraged to exercise the largest degree of personal liberty consistent with the rights of others. The teachers aim to be friends and leaders, rather than governors and masters. They will not withhold advice, admonition and reproof, if needed;

but their work in such lines will be done with individuals, and in the most helpful and generous spirit. Those students who, after full and patient trial, are found unworthy of such consideration, are presumed to be unfit or unlikely to become successful teachers, and will be removed from the school. Others, also, who, by no fault of their own, but by the misfortune of conspicuous inaptitude, through physical or mental deficiencies, are unfit for the work of teaching, will be advised to withdraw, and will not be graduated.

Many matters pertaining to the general welfare of the school are referred for consideration to the school council. This is a representative body, consisting of the principal and two other members of the faculty, and one member chosen by each division of the senior, middle and junior classes. Thus the students, through their representatives, have a voice in the management of the school, and also assume their share of the responsibility for its success.

Expenses, Aid, Board, etc.

Tuition is free to all residents of Massachusetts who declare their intention to teach in the schools of this Commonwealth. Students admitted from other States are required to pay a tuition fee of $50 per year, of which sum one-half is due September 4 and the other half February 1. Text-books and supplies are free, as in the public schools. Articles used in school work which students may desire to own will be furnished at cost. Students who come to Salem to board are advised to bring with them such text-books of recent date as they may own.

To assist those students, residents of Massachusetts, who find it difficult to meet the expenses of the course, pecuniary aid is furnished by the State to a limited extent. Applications for this aid must be made in writing, to the principal, and must be accompanied by such evidence as shall satisfy him that the applicant needs assistance. This aid, however, is not furnished to residents of Salem, nor during the first half-year of attendance at the school.

Through the generosity of members of the faculty and graduates of the school several funds have been established, all of which, by vote of the Salem Normal School Association, are administered by the principal as loan funds. Students may thus borrow rea-

sonable sums of money with which to meet their expenses during their connection with the school, and payment may be made at their convenience, after they have secured positions as teachers.

Besides the Students' Benefit Fund are other funds, founded by graduates of the school as memorials to Dr. Richard G. Edwards, principal from 1854 to 1857; to Prof. Alpheus Crosby, principal from 1857 to 1865; to Dr. Daniel B. Hagar, principal from 1865 to 1895; and to Dr. Walter P. Beckwith, principal from 1895 to 1905. The total amount of money now available is about $2,000. The principal will gladly receive and credit to any of the above funds such contributions as graduates and friends of the school may be disposed to make. Frequently a little timely financial aid from this source may save to the profession an efficient teacher.

The expense of board is moderate; two students rooming together can usually find accommodations within easy distance of the school, including light and heat, at prices ranging upward from $5 each, per week. A list of places where board may be obtained is kept at the school, and reasonable aid will be given to students who are seeking boarding places. It is advisable to make inquiries some time before the beginning of the school year.

A lunch counter is maintained in the building, from which is served at noon each school day a good variety of wholesome and attractive food, at very reasonable prices.

Attendance and Conduct

1. Students living at home, on finding themselves likely to be absent more than one day, are expected to make known the fact in writing.

2. Students who are withdrawing from school must return the books and other property of the school, and receive regular dismission. Those who fail to do so promptly must not expect at a later date any recommendation or endorsement from the teachers of the school.

3. Absences for the purpose of teaching or of acting as substitutes for more than one day must be arranged in advance. In general, absence for this purpose during the first year of a student's course will not be regarded with favor.

4. Students must be present at the opening of school after any recess or vacation, and must remain until all are excused.

5. Students boarding in Salem must not make arrangements involving absence from any school exercise without previously obtaining permission.

6. Students boarding in this vicinity, away from their parents, whether over or under legal age, must keep the principal informed of their addresses. All boarding places are subject to the judgment of the principal.

As the school has no dormitory, those who receive its students into their homes must, of necessity, assume responsibility for the conduct of the young men or women thus placed in their charge in the same measure as would be required of teachers in charge of a dormitory. They are therefore requested to report to the principal any impropriety of conduct on the part of students which ought to be known by him, or any behavior of theirs which would be considered improper in a well-regulated dormitory.

Employment for Graduates

The increase in the number of normal school graduates employed in Massachusetts as teachers has been, especially during the past twenty years, very much greater proportionately than the increase in the whole number of teachers, but even at the present time they constitute less than sixty per cent. of all the teachers in the State, and the demand is annually greater than the supply; especially for the higher grammar grades there is a marked scarcity of strong candidates. Although the school does not undertake to guarantee positions to its students, it is a fact that graduates of any department are rarely without positions three months after graduation. The principal takes pleasure in assisting them to obtain such positions as they are qualified to fill. To that end he is glad to correspond or to confer with school authorities. He also wishes to be kept informed concerning the degree of success in teaching of former students.

Scholarships for Graduates

There are offered at Harvard University four scholarships, each of an annual value of $150, for the benefit of students in Harvard College who are graduates of any reputable normal school in the United States.

Notices to School Officials

All interested persons, especially those connected in any way with educational work, are cordially invited to visit the school, to inspect the building and equipment, or to attend the exercises in its classrooms or practice schools at any time and without ceremony.

During the summer vacation, some person qualified to give information regarding the school, its work and the conditions of admission will be at the building each forenoon, except Saturday. Requests for catalogues are always promptly honored.

Superintendents and other school officials are requested to send to the school copies of their reports, courses of study and other publications of common interest. The courtesy will be appreciated and reciprocated.

Every person claiming to be a graduate of this school should be able to show either a diploma or a certificate of the fact of graduation. Since January 1, 1900, all students who have left the school by reason of graduation, or otherwise in good standing, possess a diploma, a certificate showing the completion of a year's work, or a certificate of honorable dismissal. The last-named paper is not to be understood as a recommendation of proficiency in scholarship or teaching ability.

GENERAL INFORMATION

Historical Sketch

The State Normal School at Salem was opened to students September 12, 1854. It was the fourth normal school established by the State of Massachusetts. Its first building stood at the corner of Broad and Summer streets. This was enlarged and improved in 1860, and again in 1871. After twenty-five years the accommodations proved inadequate to meet the increased demands made upon modern normal schools, and an appropriation was made by the Legislature for a new building, which was first occupied by the school December 2, 1896. The site, building and equipment represent an expenditure of $300,000; and it is believed that the Commonwealth here possesses a structure as complete and convenient as any of its kind in this country.

The School Building

The building is located in the southern part of the city, — a section devoted chiefly to residential purposes, — in a commanding position at the junction of the electric car lines from Lynn and Marblehead.

In the basement are the gymnasium, with its adjoining dressing room and shower baths, the industrial laboratory and the lunch room. The first floor is occupied by the practice school. The rooms are all large and well lighted, and, including the kindergarten, they accommodate 400 pupils. On the second floor is the assembly hall of the normal school. It is about 60 by 85 feet in size, and will accommodate 350 students. The remainder of this floor contains the principal's offices, the reception room, the library, and various recitation and work rooms. On the third floor are the science laboratories, the studios and the lecture room.

Decorations

It is generally conceded that no building or schoolroom is finished or furnished which lacks beautiful and artistic decorations, not only because these objects are beautiful in themselves, but because of their refining and educative value. There is a silent influence resulting from the companionship of good pictures or casts, elevating the thought, and creating a dislike for the common, ugly and inferior type of decoration so often seen. The school has many pictures and casts, the gifts of the students, the faculty and other friends of the school, and all these have been selected with great care and artistic judgment, so that the whole is harmonious.

The Teachers and Students

The school during its history has had five principals and eighty-eight assistant teachers. The development of the practice schools began in 1897, and with them forty-eight persons have been connected as teachers. Twenty teachers are now required in the normal school and fifteen in the practice schools.

Nearly sixty-three hundred students have attended the school. The proportion of those who complete the course has been increasing steadily in recent years.

The Location and Attractions of Salem

No place in northeastern Massachusetts is more easily accessible than Salem. It is on the main line of the eastern division of the Boston & Maine Railroad system, connecting with the Saugus branch at Lynn. A branch road to Wakefield Junction connects the city with the western division. There is direct communication with Lowell, Lawrence, Haverhill, Rockport and Marblehead. Trains are frequent and convenient. Salem is also the center of an extensive network of electric railways. Students coming daily to Salem on Boston & Maine trains can obtain season tickets at greatly reduced rates. Trains on the Marblehead branch stop at Loring Avenue, on signal, and many students find it more convenient to purchase their season tickets to that station.

Salem is the center of many interesting historical associations, and within easy reach are the scenes of more important and stirring events than can be found in any other equal area of our country. The scenery, both of seashore and country in the neighborhood, is exceedingly attractive. There are many libraries, besides the free public library, and curious and instructive collections belonging to various literary and antiquarian organizations, to which access may be obtained at a slight expense. Lectures are frequent and inexpensive. The churches of the city represent all the religious denominations that are common in New England.

REGISTER OF STUDENTS

1912-1913

Graduates, — Class XCVII, — June 18, 1912

ELEMENTARY COURSE

Beale, Helene Lambert,	West Medford.
Bowler, Claire Ann,	Somerville.
Bowler, Ruth Isabel,	Somerville.
Burnham, Gladys Frances,	Topsfield.
Burns, Agnes Ellen Olive,	Newbury.
Chamberlin, Alice Maude,	Somerville.
Chapman, Myrtie Hoag,	Marblehead.
Chase, Lucinda Norma,	Seabrook, N. H.
Collins, Eva Hadley,	Marblehead.
Collins, James Samuel,	Salem.
Collins, Nora Marie,	Beachmont.
Conners, Charlotte Newton,	Lynn.
Connery, Anna Laura,	Lynn.
Cook, Alice Marguerite,	Danvers.
Daley, Theresa Edna,	Malden.
Doran, Phoeba Martha Hughes,	Reading.
Dugmore, Florence Mabel,	Medford.
Dwyer, Mary Imelda,	Salem.
Edmunds, Mary Louise,	Medford.
Fairchild, Bertha Irene,	Lynn.
Farnham, Dorothy Woodbridge,	Malden.
Fegan, Mildred Ayers,	Beverly.
Fisher, Ethel Stockwell,	Lynn.
Furfey, Josephine Esther,	Cambridge.
Galvin, Bertha Katherine,	Lynn.
Geary, Mary Louise,	Malden.
George, Ida May,	Malden.
Giddings, Carrie Anna,	Beverly.
Gilmore, Joseph Michael,	Peabody.
Graham, Mary Pauline,	Lynn.
Halliday, Mary Mildred,	Lynn.
Herlihy, Catherine Mary,	North Cambridge.
Hickey, Ruth Elizabeth,	Wakefield.

Hobbs, Gwendolyn Day,	Holbrook.
Hodgkins, Edith Jane,	Medford.
Hughes, Viola Myrtle,	Salem.
Hunt, Caroline Lois,	Somerville.
Ilsley, Sarah Elizabeth,	Newbury.
Ingham, Mabel Russell,	Somerville.
James, Vivian Zella,	Salem.
Johnson, Anna Nathalie,	Somerville.
Johnson, Pernal Sophronia,	Nahant.
Keene, Leone Millicent,	Malden.
Kenneally, Anne Elizabeth,	Salem.
Kenny, Mary Agnes,	Malden.
Killen, Mildred Anna,	Lynn.
Killion, Anna Mary,	Malden.
Knight, Caroline Marion,	Middleton.
Leonard, Alice Virginia,	Amesbury.
Levy, Frances Agnes,	Chelsea.
MacAdam, Mary Teresa Hilda,	Lynn.
MacCarthy, Ruth,	Malden.
Mackin, Gertrude Elizabeth,	Cambridge.
Maguire, Mary Anne,	Cambridge.
Mahoney, Katherine Agnes,	North Cambridge.
Manning, Mary Helena,	Cambridge.
McCarthy, Alice Louise,	Lynn.
McCauley, Alice Katherine,	Salem.
McDonald, Helen Gertrude,	Methuen.
McLaughlin, Lucelia Agnes,	Everett.
Merrill, Lillian Dimond,	East Lynn.
Merrow, Helen,	Salem.
Millea, Grace D'Arcy,	Danvers.
Miller, Mary Ellen,	Somerville.
Mullin, Frances Marie,	Salem.
Murphy, Madeline Bernardine,	Everett.
Nichols, Maude Ethel,	Malden.
Norcross, Alice Almira,	Melrose.
O'Neil, Grace Ruth,	Somerville.
Orne, Madeline,	Marblehead.
Patch, Mary Louise,	Wenham.
Pitman, Ernest Clayton,	Danvers.
Sargent, Helen Marion,	Groveland.
Scully, Katherine Veronica,	Chelsea.
Seaton, Mildred,	Gloucester.

Sharkey, Annie Gertrude,	Medford.
Simonds, Margaret Story,	Beverly.
Smith, Amy Francena,	North Andover.
Stetson, Estelle Frances,	Medford.
Stetson, Elizabeth Jewett,	Georgetown.
Striley, Amy Marguerite,	Danvers.
Thornton, Helen Ellis,	Saugus.
Tompkins, Emeline Frances,	Danvers.
Tweeddale, Ruth Barbour,	Lynn.
Tynes, Lillian May,	North Cambridge.
Watkins, Winifred Belle,	Wakefield.
Willey, Mildred Anna,	Saugus.

Commercial Course

Two Years

Davis, Nina Amanda,	Auburn, Me.
Dow, Ethel Helen,	Newton.
Johnson, Olive Florence,	Orange.
Sanford, Pearle Aurilla,	Marlborough.

Three Years

Brophy, Elnora Kathleen,	Gloucester.
Clark, Ann Keenan,	Marblehead.
Hinchcliffe, Eva Mary,	Stoneham.
Wiggin, Lelia May,	Danvers.

Certificates for One Year's Work

Elementary Course

Carr, Anna Belle,	Salem.
Cate, Mary Ropes, A.B.,	Salem.
Golden, Annie,	Somerville.
Maddock, Ruth Valerie,	Amesbury.
Remick, Mabelle Dorothy,	Medford.
Rice, Meda Elizabeth,	Essex Centre, Vt.
Solomon, Genorie Palmer,	Malden.
Tolman, Grace Mary,	Brookline.

Commercial Course.

Chisholm, Everett Allen, A.B.,	Manchester, N.H.
Finn, John Haley, B.S.,	South Middleton.
Moody, Beulah Walton,	Salisbury.
O'Neil, Agnes,	East Boston.
Rice, Jennie Julia,	Marlborough.
Smith, Lulu Belle,	North Andover.
Tucker, Ruth Elizabeth,	Reading.

Students in the Elementary Course

Senior Class

Anderson, Edith Mathilda,	Salem.
Appleton, Florence May,	Beverly.
Bassett, Clara Louise,	Marblehead.
Blanchard, Mina Anna,	Amesbury.
Bloomer, Fannie Reynolds,	West Somerville.
Boyle, Alice Gertrude,	Amesbury.
Breen, Margaret Mary,	Somerville.
Buffum, Dorothy May,	Danvers.
Cahoon, Margaret Cecilia,	Gloucester.
Carrier, Caroline Joanna,	Charlemont.
Clark, Elizabeth Constance,	Annisquam.
Clifford, Ruth Isabel,	Revere.
Comer, Marie Ann,	Lynn.
Crowell, Harlan Dunn,	Salem.
Curry, Catherine Teresa,	Lynn.
Dame, Rubie Lillian,	South Chelmsford.
Davis, Claire Veronica,	Salem.
DeAvellar, Anna Louise,	Medford.
Deering, Mary Katherine,	Beverly.
Delaney, Mary Frances,	Cambridge.
DeLory, Evelyn Whitney,	Beverly.
Denton, Maude Holt,	Danvers.
Dewire, Mary Josephine,	Somerville.
Dinsmore, Helen Peach,	Malden.
Dodd, Sadie Frances,	Beverly.
Durling, Miviene Averill,	Lynn.
Estee, Marion Frances,	Somerville.

Finlay, Hazel Mellissa, ... Chelsea.
Fitzgerald, Jetta Louise, ... Revere.
Flagg, Pauline, ... Swampscott.
Flaherty, Katherine Ruth, ... Lynn.
Fraser, Helen Genevieve, ... Revere.
Gallagher, Mary Louise, ... Cambridge.
Gillis, Margaret Rosaline, ... Manchester.
Gilmore, Cecilia Gertrude, ... Peabody.
Glover, Alice May, ... Marblehead.
Golden, Ida, ... Somerville.
Griffiths, Alice Elizabeth, ... Somerville.
Harrold, Beulah Christine, ... Marblehead.
Higgins, Grace Imelda, ... Amesbury.
Hill, Hortense Frances, ... Lynn.
Hilliard, Mildred Jewell, ... E. Kingston, N.H.
Hourihan, Nellie Veronica, ... Marblehead.
Johnson, Mildred Aileen, ... Malden.
Jordan, Mary Elizabeth, ... Newburyport.
Joyce, Gerald Stanley, ... Gloucester.
Kirby, Mary Beatrice, ... Danvers.
Kotzen, Mary, ... Chelsea.
Long, Helen Mary, ... North Cambridge.
Loschi, Mary, ... East Boston.
Lyons, Helen Anna, ... Arlington.
Maguire, Helena Margaret, ... Cambridge.
Malcolm, Eliza, ... Cambridge.
Maxwell, Alice Louise, ... Stoneham.
McCarthy, Ellen Teresa, ... East Lynn.
McCarthy, May Josephine, ... Lynn.
McCarthy, Mary Elizabeth, ... Peabody.
McCurdy, Edith Susan, ... Beverly.
McElroy, Mary Teresa, ... Peabody.
McInnis, Sarah Catherine, ... North Andover.
Mitchell, Mildred Louise, ... Springfield.
Moran, Katherine Irene, ... Cambridge.
Morgan, Ellen Augusta, ... Lynn.
Mulally, Anna Clementine, ... Danvers.
Mullaley, Helen Esther, ... Stoneham.
Mullins, Grace Frances, ... Cambridge.
Murdock, Rita Annette, ... Chelsea.
Murray, Henrietta, ... Beverly.

Nason, Cora Mable,	Manchester-by-the-Sea.
OLeary, Katharine Francesca,	Peabody.
O'Reilly, Sarah Louise,	Cambridge.
Palmer, Evelyn Mae,	Lynn.
Parsons, Rita Cushing,	Newburyport.
Patton, Elizabeth Mary,	Chelsea.
Perkins, Inez Margaret,	Salem.
Perkins, Mildred,	Wenham.
Pike, Nora Clair,	Winthrop.
Putnam, Marion,	Beverly.
Purington, Edith May,	Beverly.
Regan, Helen Gertrude,	Salem.
Ricker, Doris Ames,	East Lynn.
Roberts, Franklin Campbell,	North Andover.
Roche, Marion Thecla,	Salem.
Rowe, Vera Edna,	Marblehead.
Schermerhorn, Ruth Elizabeth,	Newburyport.
Shattuck, Carrie Elmer,	Pepperell.
Stantial, Eunice May,	Melrose.
Strout, Margaret Dodge,	Swampscott.
Troy, Gertrude Roberta,	South Boston.
Ward, Mary Grace,	Marblehead.
Waterhouse, Olive Doane,	Wakefield.
Watson, Helen Mabelle,	East Lynn.
Wendell, Jessie Stuart,	Lynn.
Williams, Mary Elizabeth,	Beverly.
Wing, Beulah Amanda,	Hathorne.
Wing, Laura Sheldon,	Malden.
Woodberry, Ruth Williams,	Beverly.
Zanetti, Louise,	East Boston.

Students in Second Year of Three-year Course

Allen, Amelia Southworth,	Lynn.
Cashman, Mary Theresa,	Cambridge.
Caulfield, Helen Frances,	Salem.
Cody, Margaret Ellen,	Peabody.
Cowden, Esther Brownell,	Amesbury.
Currier, Ethel May,	North Andover.
Henderson, Helen Esther,	Boston.
Hodsdon, Helene Charles,	Fryeburg, Me.
McCauley, Emma Frances,	Salem.
Monaghan, Rose Ella,	Salem.
Ried, Bertha,	North Reading.

Special Students, One-year Course

Copping, Betsy Lyon,	Stratham, N. H.
Crowley, Elizabeth Anne,	West Lynn.
Curtis, Gertrude Mae, [1]	Peabody.
Grant, Editha May,	Portsmouth, N. H.
Keith, Nelly Doris,	Salem.
McFarland, Beatryce Mary,	West Somerville.
Neall, Lena Fifield,	Lynn.
Pulsifer, Helen Marks,	Salem.
Regan, Katherine Dorothy,	Bradford.
Tuttle, Manora,	Sanbornville, N. H.
Webber, Ethel Mary, [1]	Swampscott.

Junior Class

Allen, Katharine,	Malden.
Ansel, Rosa,	Chelsea.
Aylward, Mary Ella,	Salem.
Bateman, Jessie Hale,	Georgetown.
Beattie, Margaret,	Somerville.
Benjamin, Lea Josephine,	Beverly.
Bessom, Rachel Ursula,	Lynn.
Bray, Helen Crosby,	Beverly.
Bresnahan, Nora Veronica,	Lynn.
Bridge, Mary,	Wakefield.
Broughton, Anna Margaret,	Cambridge.
Bryant, Agnes Lee,	Winthrop.
Burke, Adelaide Rebecca, [1]	Roxbury.
Burnham, Elizabeth,	Essex.
Cairnes, Charlotte Margaret,	Cambridge.
Callahan, Esther Marie,	Lynn.
Campbell, Adaline Catherine,	Revere.
Campbell, Lorena King,	East Lynn.
Canfield, Anna Rose,	Somerville.
Carr, Florence Cowden,	Stoneham.
Clausmeyer, Helen Louise,	West Roxbury.
Coffey, Mary Agnes,	Medford.
Coffin, Anna Burroughs,	Marblehead.
Cohen, Annie,	Roxbury.
Cohn, Dorothy Reva,	Malden.

[1] Was a member of the school less than three months.

Colcord, Elizabeth Jacobs, ... Melrose.
Collins, Mary Hayden, ... Everett.
Commins, Lillian Frances, ... Somerville.
Condon, Elizabeth, ... Salem.
Connor, Madeline Elizabeth, . . . Medford.
Convery, Mary Ellen, ... Everett.
Cotton, Rachel Ethridge, ... Malden.
Cummings, Elizabeth Mary, . . . Salem.
Curley, Teresa Mary, ... Marblehead.
Dalton, Grace Elizabeth, ... Cambridge.
Del Gratta, Celia, ... West Everett.
Dennehy, May Ann, ... Beverly.
Dewire, Louise Frances,[1] . . . . Somerville.
Dolan, Ada Vincentia, ... Medford.
Donovan, Alice Marie, ... Salem.
Donovan, Helen Winifred, ... Salem.
Driscoll, Timothy John, ... North Andover.
Dugmore, Ethel Frances, ... Medford.
Eliason, Amelia Florence, ... Gloucester.
Ellis, Anna Louise, ... Peabody.
Everett, Caroline Vickery,[1] . . . . Cambridge.
Farrell, Esther, ... Chelsea.
Fitts, Eva May, ... North Reading.
FitzGerald, Lucy Agnes, ... Charlestown.
Fletcher, Julia Esther, ... Malden.
Freeto, Elsie Warren, ... Marblehead.
Friedlander, Bertha Esther, [1] . . . Chelsea.
Galvin, Kathleen Matilda, ... Malden.
Glines, Ruth Marguerite, ... Beverly.
Godfrey, Rose Anna, ... Salem.
Goldman, Ida Josephine, ... Salem.
Goldsmith, Josephine Mildred, . . . Dorchester.
Hall, Adeline Frances, ... Wakefield.
Hanley, Esther Marie, ... Belmont.
Hanlon, Nellie Louise, ... Salem.
Harrington, Alice Agnes, ... North Cambridge.
Hay, Isabel N., ... Lynn.
Healey, Edythe Alana, ... Lynn.
Hedberg, Hildegarde B., ... Malden.
Higgins, Mary Alice, ... Lynn.
Hill, Marion Ruth, ... Lynn.

[1] Was a member of the school less than three months.

Huntington, Flora Evelyn,	Newburyport.
Hyland, Marion Adelaide,	Everett.
Jeffs, Ruth Evelyn,	Salem.
Jones, Dora,	Malden.
Kane, Elizabeth Eustis,	Newburyport.
Killion, Cresentia Madeline,	Malden.
Kinsman, Clarice Hesson,	East Lynn.
Knight, Edna Florence,	Somerville.
Larcom, Lucy Marshall,	Beverly.
Learoyd, Helen,	Danvers.
Locke, Edna,	Salem.
London, Dana Woodman,	Salem.
Loring, Annie Gladys,	Groveland.
Ludgren, Eleanor Marie,	Somerville.
Lufkin, Ruth Louise,	Gloucester.
Lyness, Mary Grace,	Lynn.
Lyons, Winifred M.,[1]	West Somerville.
MacKay, Gladys Margery,	Cliftondale.
MacKinnon, Lillah May,	Newburyport.
MacKnight, Carolyn Martina,	Revere.
Manley, Helen Gertrude,	Medford.
McCann, Elizabeth Mary,	Cambridge.
McCulloch, Olive Frances,	Lynn.
McGlone, Mary Louise,	Peabody.
McGrail, Mary Theresa,	North Andover.
McNally, Alice,	Roxbury.
Moore, Gladys Emma,	Franklin Park.
Morris, Mildred Bartlett,	Siasconset.
Murphy, Catherine Louise,	Lynn.
Murphy, Catherine Theresa,	North Cambridge.
Murray, Margaret Teresa,	Beverly Farms.
Nelson, Esther Ethel,	Lynnfield.
Neville, Azella Marie,	Salem.
Noble, Grace Lambert,	Beverly.
Nolan, Mary F.,	Dorchester.
O'Brien, Helen Marie,	Malden.
O'Connor, Mary Angela,	Cambridge.
O'Donnell, Della Louise,	Lynn.
O'Grady, Mary Elizabeth,	Salem.
O'Keefe, Marie Louise,	Salem.
O'Loughlin, Mary Emma,	Malden.

[1] Was a member of the school less than three months.

Oram, Lillian May,	Lynnfield.
Palmer, Jennie Carolyn,	Cambridge.
Parsons, Ruth Isabel,	Gloucester.
Payne, Elizabeth Perkins,	Wakefield.
Peebles, Fernald,	Winthrop.
Prime, Charlotte Katherine,	Rowley.
Randall, Mildred Frances,	Amesbury.
Raymond, Lydia,	Essex.
Riggs, Daisy May,	Gloucester.
Riordan, Julia May,	Somerville.
Rose, Anna Dorothy,	Medford.
Rowell, Addie Laura,[1]	Groveland.
della Sala, Elenora Bianca,	Chelsea.
Sands, Ethel N.,	Amesbury.
Sawyer, Frances Arline,	Lynn.
Shay, Catherine Marie,	Salem.
Shortell, Helena Louise,[1]	Salem.
Smith, Ethel Mae,	Amesbury.
Smith, Hettie Christina,	Exeter, N. H.
Stetefeld, Marguerite Catherine Elizabeth,	Somerville.
Stetson, Harriette Endicott,	Georgetown.
St. Pierre, Eliza,	Salem.
Strandal, Hannah Christine,	Pigeon Cove.
Teakles, Marion Gertrude,	Somerville.
Tenneson, Sadie Mathilda,	Arlington Heights.
Townsend, Henrietta,	Prides Crossing.
Tuttle, Abbie Frances,	Sanbornville, N. H.
Twombly, May Abbie,	Groveland.
Walden, Ola Belle Susie,	Roxbury.
Walsh, Anna Rose,	Somerville.
Webster, Marion Pearson,	Newburyport.
Welsh, Josephine Elizabeth,	Malden.
Wheeler, Clara Abbie,	Salem.
Whelpley, Blanche Lottie,	Arlington.
Widger, Mildred,	Chelsea.
Woolley, Rose Mary,	West Lynn.
Wright, Ivy Lou,	Peabody.

[5] Was a member of the school less than three months.

Students in Commercial Course

Senior Class

Brown, Eliza Florence,	Marblehead.
Curtis, Mabolin,	Salem.
Fitch, Marion Abbie,	Sterling, Junction.
Foley, William Lawrence,	Gloucester.
Harvey, Fred Harrison,	Lynn.
Levy, Mary Genevieve,	Danvers.
Long, Frederick Joseph,	Salem.
McGlew, John James, Jr.,	Newburyport.
Powell, Charlotte Louise,	Malden.
Thomas, Winnifred Adelaide,	Cambridge.
Whitney, Rosalba,	Brookline.

Students in Second Year of Three-year Course

Bray, Richard Williams,	Salem.
Brooks, Walter Roland,	Ipswich.
Campbell, Mildred Ward,	Middleton.
Carter, Ruth Hixon,	Winchendon.
Chase, Lenox Elspeth,	Amesbury.
Coman, Clara Louise,	Putnam, Conn.
Cromwell, Marion Judson,	Chelsea.
Hatch, Pearl Catherine,	Middleton.
Hutchinson, Myron Robin,	Salem.
Johnson, Hazeltine Robinson,	Peabody.
Kelly, Marion,	Everett.
Lamb, Emma Jennie,	Orange.
McCann, James Henry,	Peabody.
McLaughlin, Sarah Jane,	Nahant.
Moriarty, Marion Agnes,	Danvers.
Mulally, Loretta Marion,	Danvers.
Parziale, Anna Cecelia,	Chelsea.
Poland, Emma,	Nahant.
Rankin, Austin Mäder,	Beverly.
Richards, Edmund Francis,	Peabody.
Smith, Faustina Elena,	Newburyport.
Vaile, Margaret Helen,	Danvers.
Williams, Georgiana,	East Wenham.

Special Students, One-year Course

Baird, Ethel Renewa,	Milton.
Beadle, Helen Josephine,	Groveland.
Deane, Bertha Laura, [1]	Salem.
Elliott, Marion Porter, [1]	Danvers.
Fuller, Irene Margaret,	Milford.
Knodell, Mary Louise, [1]	Jamaica Plain.
Lowell, Pauline, [1]	Hallowell, Me.
Nye, Clifford N.,	Pittsfield.
Paine, Olive May,	Hallowell, Me.

Special Students, Two-year Course

Hall, Annie,	Waltham.
Olsen, Charles Clarence,	Revere.

Junior Class

Adams, Persis Florence,	Franklin.
Badger, Marie,	Framingham.
Barrett, William Francois,	Lowell.
Burrell, Lilla May,	Malden.
Clark, Frank Melvin,	Everett.
Cox, Adeline Elizabeth,	Dorchester.
Currier, Ruth Harriet,	Newburyport.
Donovan, Alice Elizabeth,	Wakefield.
Emerson, Margaret Emalda,	Somerville.
Gilmore, Frank John,	Peabody.
Hiatt, Ruth Frances,	Malden.
Howard, Ethel Gertrude,	Winthrop.
Knowlton, Elsie Olive,	Pigeon Cove.
Levine, Rosa,	Dorchester.
Lind, Inez Elizabeth,	Malden.
Macgovern, Margaret I.,	Dorchester.
Mangan, Lucy May,	Pittsfield.
Mansfield, Ruby Blanche,	Reading.
Martin, Alice Leona,	Malden.
McCoy, Frank E.,	Lynn.
McDonald, Beatrice Magdeline,	Cambridge.
McGill, Frances Catherine,	Pittsfield.
O'Rourke, Charles Philip,	Peabody.

[1] Was a member of the school less than three months.

Phelps, Ethelind Mary,	Lynn.
Pierce, Lester Ward,	Salem.
Reed, Lois Jane,	Everett.
Rigby, Alice Nathalie,	Melrose.
Rodgers, Helena A.,[1]	Charlestown.
Shields, Hazel Dean,	Melrose.
de Sloovere, Teresa,	Webster.
Stanton, Sturgis Towne,	Beverly.
Turner, Andreas Wesley Sproule,	Lynn.
Waitt, Viola,	Malden.

[1] Was a member of the school less than three months.

Summary

Students of the elementary course,	253
Special students, elementary course,	11
Students of the commercial course,	67
Special students, commercial course,	11
	342

Whole number of students from opening of school,	6,284
Whole number of graduates,	3,318
Number of certificates for one year's work,	116

REQUIREMENTS FOR ADMISSION

1. A detailed record of work in the preparatory school, signed by the principal. (Use the printed form provided by the school.)

2. A certificate of good moral character from the principal of the high school. (Included in I.)

3. Examinations or a certificate amounting to ten units chosen from the specified list (see II., page 10).

4. A certificate from the high school for four additional units. (Included in I.)

5. A written application for admission (on the printed form provided by the school).

6. A physical examination by the school physician.

7. A personal interview with the principal at the school. (No candidate will be admitted who has not met this requirement.)